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ABSTRACT

This document reports the findings of the 1990-91 process evaluation of the Saginaw, Michigan Early Childhood Education Preschool (MECEP) program for 4-year-olds at risk of academic failure. As of January 18, 1991, a total of 285 pupils were participating in the program at 8 sites. The overall goal of the program is to provide 4-year-olds with an environment that will enable them to develop school readiness skills. Program component areas focus on children's cognitive, psychomotor, and affective development; parent participation and education; curriculum; staff development; and community collaboration and participation. Evaluators used the MECEP Program Activity Observation Checklist and Associated Language Observation Instrument. Observations were intended to: (1) determine whether program activities related directly to children's cognitive, psychomotor, and affective development and to parent participation and education product objectives; and (2) assess preschool teachers' labeling of objects and use of language production and enhancement techniques. Data indicated that the program was operating as planned, but that certain areas could be improved. Appendices provide an enumeration of participants by site, charts of program objectives and methods used in evaluation; a MECEP preschool activities observation checklist; and counts of teachers' use of language production and enhancement techniques. (RH)

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ED329347

EVALUATION REPORT

MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PROCESS
EVALUATION REPORT

1990-91

PS 019450

DEPARTMENT OF EVALUATION SERVICES
- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PROCESS
EVALUATION REPORT

1990-91

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
Department of Evaluation, Testing, and Research

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February, 1991

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INTRODUCTION

This is the third year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at risk" four year old children. The District has operated for the past twenty-one years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus, Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming educationally disadvantaged are essential to the identification of those to be included in the Michigan Early Childhood Education Preschool (MECEP) program. Four year olds selected for participation in MECEP must have shown one or more of the following "at risk" factors:

> Score of 19 or less on the 27 item Prekindergarten Readiness Screening Device (PRSD); low birth weight; physical and/or sexual abuse and neglect; nutritionally deficient; developmentally delayed; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); lack of a stable support system or residence; destructive or violent temperament; substance abuse or addiction; language deficiency or immaturity; non-English or limited English speaking household; family history of low school achievement or dropout; family history of delinquency; family history of diagnosed family problems; low parental;/sibling educational attainment or illiteracy; single parent; unemployed parent/parents; low family income; parental loss by divorce or death; teenage parent; chronically ill parent: physical, mental or emotional; incarcerated parent; housing in rural or segregated area; and rural or isolated setting.*

---

*(From 1990-91 Continuation Application for Michigan Early Childhood Program, page 10 with local criteria of PRSD added as suggested.)

An accounting of this year's MECEP participants shows that as of January 18, 1991 a total of 285 pupils were attending one of eight sites (see Appendix A for details).

The MECEP operated at eight elementary sites: Fuerbringer, Herig, Jerome, Kempton (p.m. only), Longstreet (a.m. only), Merrill Park, John Moore/First Presbyterian, and Zilwaukee (a.m. only). There were eleven MECEP sites last year.

The MECEP program is based upon the Piagetian concept that a child best develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects that enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix B for the objectives in each component).

PROCEDURES FOR PROCESS EVALUATION

A process evaluation involves monitoring a program throughout the year to determine if the program is being implemented as planned. This makes it possible to identify strengths and weaknesses that might influence program outcomes. For this program the process evaluation was accomplished by means of an on-site observation of selected classrooms by the evaluators. The classrooms selected were those of new teachers to the program 1989-90 or 1990-91 school years.

The observation instrument (see Appendix C for copy) was designed jointly by an evaluator and program supervisor. The checklist portion of the instrument dealt with the cognitive, psychomotor, and parent participation/education components of the MECEP program. The two questions that follow the checklist centered upon language development related to objects labeled in the room and teacher behaviors to increase language production of pupils for each 30 minute block of time during the half-day observation.

PRESENTATION AND ANALYSIS OF PROCESS DATA

Half-day observations were conducted by three program evaluators. Five new prekindergarten teachers were observed. The MECEP Program Activity Observation Checklist and Associated Language Observation Instrument, (see Appendix C) was the instrument used for the observations. The primary focus of the observations was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the two language observational items related to labels on objects and language production/enhancement techniques employed by the preschool teachers. Classrooms were observed between January 28-February 4, 1991.

Each evaluator spent an average of 173.4 minutes observing in each classroom. There were between 14 to 17 pupils in attendance per classroom observed with the modal number of children being 15. Five of the five (100.0%) had one parent helping out in the classroom. The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Component Results

Table 1 below presents the observational data related to cognitive, psychomotor, and parent participation/education activities by component and objective.

TABLE 1. NUMBER AND PERCENT OF CLASSROOMS DISPLAYING ACTIVITIES RELATED TO COGNITIVE, PSYCHOMTOR, AND PARENT PARTICIPATION OBJECTIVES OF THE MECEP PROGRAM, JANUARY/FEBRUARY, 1991.

Objective	Activity	Number and Percent of Teachers (N=5) Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses)*	5	100.0
2	Social Knowledge (i.e., work roles)	4	80.0
3	Grouping and Regrouping (i.e., classification)*	4	80.0
3A	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	5	100.0
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	4	80.0
5	Temporal Ordering of Events	5	100.0
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	5	100.0
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	3	60.0
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	3	60.0
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	3	60.0
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)*	5	100.0
11	Linear Order (i.e., straight lines, counting)	5	100.0
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	5	100.0
13	Gross Motor Coordination*	5	100.0
14-16	Record of Parental Participation Being Maintained	5	100.0

*These activities are to take place <u>daily</u> in all classrooms.

As can be seen in Table 1 above, the following points can be made:

- Grouping and regrouping activities (objective 3) were observed in 80.0% of the classrooms rather than in all of them as called for in the program description.

- All classrooms (100%) carried out activities during the observations related to objectives 3A, 5, 6, 10, 11, 12, and 13. Of these only objectives 1 (properties of objects), 10 (eye-hand coordination), and 13 (gross motor coordination) were specified in the program description as occurring on a daily basis as the observations verified.

- Of the remaining cognitive and psychomotor activities, objectives 2 and 4 had better than three-fourths of the time occurrence with 80.0% each.

- An up-to-date record of parental participation/education in the form of wall charts was observed in all thirteen (100%) of the teachers' classrooms.

Language Development

The Chapter 1 Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The last two items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of each.

Findings Related to Language Items.

1. Are labels posted on objects throughout the classroom?

	Number	Percent
No	0	0.0
Yes	13	100.0

Labels Posted	Frequency
• Door	5
• Record Player	5
• Refrigerator	5
• Sink	5
• Cupboard	5
• Books	5
• Sandbox/table	5
• Puzzles	4
• Blocks	4
• Cabinet	4
• Clock	4
• Wall (East, South, West)	4
• Stove	4
• File cabinet	4
• Window	3
• Chalkboard	3
• Chair (big, small)	3
• Fish	3
• Toaster	3
• Rice (tub)	3
• Bathroom	3
• Plant	3
• Water (table)	3

- The following labels appeared in only two classrooms each: science (area, table), mirror, housekeeping, listening center, nuts, scissors, crayons, art center, bead counter, markers, paper punch, snap blocks, pencil sharpener, bulletin board, shelf (book), flag, speaker, paper towel, counting (beans), quiet (area, center), math center, and desk (teacher's).
- The following labels appeared in a single classroom: easel, closet, table, quiet area, math center, phone, keys, rocking boa, trash, rubber band, ironing board, toilet, soap, cubby, teacher's desk, blinds, paper, hula hoops, January, shells, rocking chair, trucks, ring-a-ma-jigs, patterning blocks, octons, pliable people, wooden blocks, animals, barn, winter scene,

bristle blocks, Lincoln blocks, mastic cubes, lock blocks, stairs, dust pans, doggie match, light switch, pipe, railing, pattern, vegetables and fruits, unifix cubes, parquetry blocks, drawer, color and snap abacus, and thermostat.

-- Limits of range of objects labeled = 32 to 44 per classroom.
-- Average number of objects labeled = 39.
-- Median number of objects labeled = 42.

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix D.

TABLE 2. AVERAGE NUMBER OF TIMES TEACHERS EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period 1st	2nd	3rd	4th	5th	Total For Observation
• Questions						
- Open-Ended	23.2	20.6	15.8	17.2	16.8	93.6
- Closed-Ended	24.0	22.4	23.8	28.2	15.8	114.2
• Restatement of Student Produced Responses						
- Exact Statement	13.6	12.2	13.6	18.8	11.0	69.2
- With Extension	6.2	7.8	7.0	6.8	7.4	35.2
Total						
- Questions	47.2	43.0	39.6	45.4	32.6	207.8
- Restatements	19.8	20.0	20.6	25.6	18.4	104.4

TABLE 3. LOWEST AND HIGHEST NUMBER OF TIMES A TEACHER EMPLOYED EACH LANGUAGE PRODUCTION/ ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period									
	1st		2nd		3rd		4th		5th	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	6	32	4	37	2	29	6	27	10	27
- Closed-Ended	5	38	11	38	15	40	15	65	11	23
• Restatement of Student Produced Responses										
- Exact Statement	8	21	7	19	4	22	7	47	5	18
- With Extension	2	15	1	18	1	18	0	21	0	18

Observational Summary of Language Items

A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All five of the new teacher's classrooms (100%) have labels posted on objects throughout the room (approximately 39 per classroom) were present.
- There does appear to be a common set of labeled objects in the five classrooms. The set would include seven objects (door, record player, refrigerator, sink, cupboard, books, and sandbox/ table).
- Teachers employed a variety of language production/ enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:
  - Closed-ended questions are used approximately 55% of the time while open-ended questions are used approximately 45% of the time.

- Restatement with extension accounted for approximately 34% and restatement of the exact statement accounted for the remaining 66% of all restatements of student produced responses by preschool teachers.

- There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low totals of 137/57 and high total of 294/198).

SUMMARY

The Michigan Early Childhood Education Preschool (MECEP) program operated in eight buildings. This is the third year the School District of the City of Saginaw has operated the state funded MECEP program for "at risk" four year old children. As of the end of January, 1991 the program was serving 285 pupils based on various "at risk" factors (see Appendix A for counts by building).

The process evaluation activities consisted of an on-site half-day classroom observation at each of the five new teacher sites.* The observation instrument focused on cognitive, psychomotor, parent participation/education, and language development activities in the classrooms.

The observations of the classrooms revealed the following: 1) activities to meet the objectives which are proposed to occur daily were taking place in all classrooms except for grouping and regrouping (objective 3); 2) a record of parent participation was being maintained in all five of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition; and 4) teachers were employing language production/enhancement techniques but with wide variation in frequency across sites.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

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*A new teacher for the purposes of this evaluation was defined as a prekindergarten instructor who was new to the program during the 1989-90 or 1990-91 school year.

RECOMMENDATIONS

Based upon the results of the on-site classroom observations and a review of the MECEP proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- Activities to meet objective 3 (grouping and regrouping) were observed in 80.0% of the classrooms. This is commendable for a group of new teacher, however, staff needs to be reminded that these activities should be included in the program on a daily basis. This activity needs an adult to supervise the shift of classification from one criterion to the new criterion for the same set of objects. Thus, an adult must be stationed at the learning center to supervise this activity on a daily basis.*

- Determine a larger common set of thirty to forty labels for teachers to use to name objects in their rooms so there will be more consistency between sites.*

- Based on the sizeable differences between these new teachers in using language production/enhancement techniques with children, an expectation of the frequency needs to be communicated to staff. Further supervision and inservice training may be called for if these expectations cannot be reached.*

- The frequency of closed- to open-ended questions (approximately 55/45) seems reasonable. An inservice on how to better phrase open-ended questions may be warranted.*

- Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a training manual and/or video needs to be developed that spells out common daily preschool practices and procedures.*

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*The same or similar recommendations were made in the 1989-90 process evaluation report.

APPENDICES

APPENDIX A

MECEP PARTICIPANTS BY BUILDING AS OF JANUARY 18, 1991

Fuerbringer	37
Herig	60
Jerome	38
Kempton	20
Longstreet	20
Merrill Park	55
John Moore/First Presbyterian	34
Zilwaukee	21
TOTAL	285

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
COGNITIVE:		
1. Physical Knowledge	80% of the pupils will respond correctly to 2 of 3 items related to physical knowledge on the PK SORT.	
2. Social Knowledge	80% of the pupils will respond correctly to at least 3 of 4 items related to social knowledge on PK SORT.	
3. Knowledge: Classification	50% of the pupils will successfully apply two criteria for sorting: color and/or form on the PK SORT.	
4. Knowledge: Logical-Mathematics Seriation	70% of the pupils will answer at least 1 of 2 related items on PK SORT.	
5. Spatio-Temporal Knowledge: Structure Of Time	50% of the pupils will respond correctly to at least 50% of the related items on PK SORT.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
COGNITIVE (Continued):		
6. Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture on the PK SORT.	
7. Expressive Language: Mean Length Of Utterance	80% of the pupils will use at least 3 of 5 elements of fluency on PK SORT.	
8. Expressive Language: Semantics	65% of the pupils will use at least 3 of 5 semantic elements on PK SORT.	
9. Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least one element of plot extension in their description on the PK SORT.	
10. Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities on the PK SORT.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
PSYCHOMOTOR:		
11. Spatio-Temporal Knowledge: Structuring Of Space (Order)	65% of the pupils will correctly pattern a topological relationship on the PK SORT.	
12. Representation At The Symbol	65% of the pupils will copy 3 of 4 shapes on the PK SORT.	
13. Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements.	
AFFECTIVE:		
14. Preference - Value Teacher	Pre- to post-test increases will average 20% or more on relevant Affecting Rating Scale (ARS) items.	
15. Self-Control	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
AFFECTIVE (Continued):		
16. Positive Peer Interaction	Pre- to post-test increases will average 20% or more on relevant Affecting Rating Scale (ARS) items.	
17. Initiatives - Activities	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	
18. Positive Work	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	
19. Curiosity	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	
20. Creativity	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
PARENT PARTICIPATION/ EDUCATION:		
21. Parent Participation	60% of the families will participate in classroom or on field trips four times per year.	
22. Parent Education Program: Friday Meetings	60% of the families will participate in parent meetings four times per year.	
23. Parent Education Program: Home Work Activities	80% of the families will complete with the child nine home activities and return them to school	
CURRICULUM:		
24. To establish an Early Childhood Education Curriculum Committee	Review of meeting agendas and products developed. Committee will meet at least four (4) times during the 1989-90 school year.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
COMMUNITY COLLABORATION/ PARTICIPATION:		
25. To establish an Early Childhood Education Advisory Committee	Review of meeting agendas. Advisory Committee will meet at least three (3) times during the 1989-90 school year.	
STAFF DEVELOPMENT:		
26. Early Childhood Education Staff will participate in inservice to improve their instructional skills and broaden their base of knowledge.	75% of the ECC Staff will participate in 75% of the inservices offered. Monthly inservice sessions will be offered during the 1989-90 school year.	

(Attach additional sheets as needed)

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APPENDIX C

MECEP PRESCHOOL ACTIVITY OBSERVATION CHECKLIST 1990-91

Teacher's Name _____ Observer's Name _____

Aide's Name _____ Date _____

School _____ Length of Observation _____

Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to MECEP Program Examples of Preschool Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX C

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to MECEP Program Examples of activities for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX C

ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1990-91

1. Are labels posted on objects throughout the classroom?

____ No

____ Yes If yes, please list. _____

APPENDIX C

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

   A. First 30 minutes:

      Questions -

      Open-ended (thought provoking): _____

      _____

      _____

      _____

      _____

      Closed-ended (right answer): _____

      _____

      _____

      _____

      _____

      Restatements of student produced responses -

      Exact statement: _____

      _____

      _____

      _____

      _____

      With extension: _____

      _____

      _____

      _____

      _____

      Major learning activities: _____

      _____

      _____

      _____

      _____

      _____

B. Second 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

C. Third 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

APPENDIX C

D. Fourth 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

E. Fifth 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

F. Sixth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX C

(Key for Classroom Activity Observation Checklist)

MECEP -- PRESCHOOL

Example of Preschool Activities According to Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - Social Knowledge: (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence)	-Collections--rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

(MECEP -- PRESCHOOL Cont.)

Type of Activity	Activity Examples
Objective 4 - Seriation: Relations Among Transitive Relationships (seriation--comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - Temporal Ordering: of Three or Four Events (Structuring Time)	-Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - Expressive Language: Labeling	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - Expressive Language: MLU (Mean Length of Utterance)	-Retelling a story -Expounding child's sentence (i.e., apple--eat apple--I eat apple--I eat an apple
Objective 8 - Expressive Language: Semantics	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - Expressive Language: Plot Extension	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

(MECEP -- PRESCHOOL Cont.)

Type of Activity	Activity Examples	
Objective 10 - Fine Motor Activities: Eye-Hand Coordination (use of classroom tools and materials--cutting, pasting, tearing)	-Ark work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)	-Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till _____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - Copying of Specific Shapes	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomine -Exercises
Objective 13 - Gross Motor Coordination: (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jiminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps

APPENDIX D

TABLE D.1. NUMBER OF TIMES A NEW TEACHER EMPLOYED LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUES BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION FOR EACH SITE.

Thirty-Minute Period Language Production/ Enhancement Techniques	SITE				
	1	2	3	4	5
A - First					
Open Ended	32	6	27	21	30
Closed Ended	25	30	22	5	38
Exact Statement	13	8	17	9	21
With Extension	2	4	15	7	3
B - Second					
Open Ended	26	4	37	17	19
Closed Ended	22	20	21	11	38
Exact Statement	12	9	19	7	14
With Extension	3	5	18	12	1
C - Third					
Open Ended	15	9	29	24	2
Closed Ended	15	25	40	22	17
Exact Statement	10	12	22	20	4
With Extension	2	3	11	18	1
D - Fourth					
Open Ended	12	6	23	27	18
Closed Ended	15	16	65	16	29
Exact Statement	8	7	47	17	15
With Extension	3	1	21	9	0
E - Fifth					
Open Ended	20	10	17	27	10
Closed Ended	13	11	13	19	23
Exact Statement	9	8	15	18	5
With Extension	2	0	13	18	2
TOTAL					
Questions	195	137	294	189	224
Restatements	64	57	198	135	66